

Interteaching Versus Lecture in Esl Teacher Education Program

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ABSTRACT

Interteaching is one of the latest methods of college classroom instruction with promising results. It is based on the well established psychological models of behavior analysis. In the last ten years since interteaching was introduced, its effectiveness at increasing student learning in comparison to lecture as the most dominant college and university teaching method was confirmed in laboratory studies and in limited settings. In this study we offer an overview of interteaching and examine its effectiveness relative to the lecture as a traditional form of graduate classroom instruction in an applied setting of ESL teacher education. The subjects were graduate students in the ESL teacher education program at the Mostar University in Bosnia and Herzegovina. They attended the Second Language Acquisition course. We alternated conditions of interteaching and lecture, as it was done in experimental studies. Test scores after interteaching were higher than test scores following lecture. Majority of students also reported a preference for interteaching relative to traditional lecture. This study suggests that interteaching can be an effective alternative to lecture in ESL teacher education program.